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COLUMBUS

Behind him lay the gray Azores,
 Behind the gates of Hercules;
Before him not the ghost of shores;
 Before him only shoreless seas.
The good mate said: "Now must we pray,
 For, lo! the very stars are gone.
Brave adm'r'l speak; what shall I say?"
 "Why say: 'Sail on! Sail on and on!'"

* * * * *

They sailed. They sailed. Then spake the mate:
 "This mad sea shows his teeth tonight.
He curls his lip, he lies in wait,
 He lifts his teeth, as if to bite!
Brave adm'r'l, say but one good word:
 What shall we do when hope is gone?"
The words leapt like a flaming sword:
 "Sail on! Sail on! Sail on and on!"
Then, pale and worn, he paced his deck,
 And peered through darkness. Ah, that night
Of all dark nights! And then a speck—
 A light! A light! At last a light!
It grew, a starlit flag unfurled!
 It grew to be time's burst of dawn.
He gained a world; he gave that world
 Its grandest lesson: "On! Sail on!"

—Joaquin Miller

Editorial

ARTHUR HENRY CHAMBERLAIN

Over three hundred bills relating to education were introduced at the legislative session just closed. One-sixth this number would have met the requirements fully as well. Some time men
SCHOOL will learn that they may, many times, serve their dis-
LEGISLATION tricts more effectively by keeping laws off the pages of the statute books than by piling them on. They will learn that they are elected to serve the people of the state as a whole, rather than those of a particular locality. The generation of citizens now in the schools should be so trained that those who in the future are chosen to represent their fellows in the legislature, will be neither afraid nor ashamed to be of that minority who think much and who court notoriety not at all. Of the 300 afore-mentioned bills, however, several are of the utmost importance to the welfare of the State.

STATE BOARD REORGANIZATION

No educational issue before the people at this time is as important as that relating to the reorganization of the State Board of Education. Of the several bills proposed, no one appeals to us as being perfect. Weaknesses there are in most of them. Senate Bill No. 645, known as the Boynton Bill, and Assembly Bill No. 1831, known as the Morgans-tern Bill, are by far the most desirable bills. The Boynton measure proposes that "The Governor shall appoint a State Board of Education of seven members, who shall not be actively engaged in educational work." The term of office is four years. It is provided that the State Superintendent of Public Instruction shall be the executive officer of the Board. The Board is to choose one of its members as president. It will hold not more than two meetings yearly. This is a wise provision, as upon the Superintendent of Public Instruction, not upon the Board members, should fall the responsibility of the active administration of our schools.

The Board shall "prescribe the general rules under which examinations for the teaching force shall be held; establish schools under which special certificates may be granted; approve courses of study; apportion the State school fund"; "appoint not more than three assistant State Superintendents of Public Instruction to fix their salaries, not to exceed

\$4,000 each per annum, and to define their duties"; provide and distribute a uniform series of text-books, and perform various other matters naturally falling to the province of such a Board.

The members of this Board are, by the provisions of the bill, allowed no salary, but are to be paid \$10 per day while in attendance at meetings "with actual and necessary traveling expenses." While the State has many men and women thoroughly competent, who, with only expenses paid, would ably serve the State, it is to be hoped that the small compensation allowed will not in itself attract any unworthy person. A decided point in favor of this bill is the fact that no person actively engaged in educational work is eligible for membership. A professional Board would tend to divide authority.

Senate Constitutional Amendment No. 20, introduced by Senator Boynton, proposes to amend sections 2 and 7 of article 9 of the Constitution as follows: Section 2. "A Superintendent of Public Instruction shall be appointed by the State Board of Education. He shall receive a salary to be fixed by said Board. He shall be the executive officer of the Board and he shall perform such duties as the Board may direct."

Section 7. "The State Board of Education shall consist of seven members appointed by the Governor on the first Monday after the first day of January, 1915. Their term of office shall be seven years." It is provided that of those first appointed, "One shall hold office for the term of one year, one for two years, one for three years, one for four years, one for five years, one for six years and one for seven years. The said Board shall provide, compile or cause to be compiled and adopted a uniform series of text-books." These are to be printed at the State Printing Office and distributed free of charge. A given book shall continue in use not less than four years. "The Legislature shall provide for a Board of Education in each county in the State."

A corresponding legislative bill is proposed by Mr. Morganstern. It would seem that these proposed amendments to the Constitution, together with Senate Bill No. 645 and its corresponding legislative bill, would meet all the requirements of the situation. Few weak spots appear in the plan to create a constitutional State Board of Education and provide for an appointive Superintendent of Public Instruction. A Board

of seven members is generally considered to be the proper number. Appointment should be vested in the Governor. Long tenure is essential to constructive work and seven years is not too long.

Vesting the appointment of the Superintendent of Public Instruction in the State Board is directly in line with the most advanced principles of administration. The proposed amendment affects in no wise the present administration, as the power of appointment by the Governor of the board of seven is not to be conferred until January, 1915. The provision that the salary of the superintendent is to be fixed by the Board is in the interest of the people of the State. The hands of the Board should not be tied in the matter of salary.

Books grow old, not alone in their physical makeup, but in their subject-matter. No man can in this age and generation forecast the advances that four years may bring. It would not do to make impossible a change of text at least once in four years, if circumstances so warranted. There can be no question of the wisdom of allowing the Legislature to "provide for a Board of Education in each county in the State."

All in all, the Boynton bill is much to be preferred over any other measure proposed. It is sane, practical and in line with the best educational legislation in our most progressive states. Its passage will tend to dignify our educational system and pave the way for further progress. Let every teacher in the State see to it that members of the Legislature are made aware of the desires of our school people.

RETIREMENT SALARY BILLS

Of the bills proposed looking toward creating a retirement salary for teachers, two are of special interest. Senate Bill No. 309, introduced by Senator Tyrrell, and Assembly Bill No. 413, introduced by Senator Smith, embody what is known as the Oakland plan. By the terms of this bill a fund is created to be known as the "Public School Teachers' Retirement Salary Fund of California." To receive consideration under this act, the teacher must have reached the age of 60 and have served for at least thirty years in the public schools of California. To such person a retirement salary is to be paid quarterly, equal to one and one-half per cent. of the average

salary of such teacher during the last ten years of such service, multiplied by the total number of years of such service. Any teacher who has served twenty years in our public schools, of which twenty years at least three shall have immediately preceded retirement, as in the case above, and who is incapacitated for further service, may retire on the same conditions as above. The minimum retirement salary shall be not less than \$500 per year, nor more than \$1,000 per year.

Senate Bill No. 699 and Assembly Bill No. 1263, introduced by Messrs. Boynton and Ryan, respectively, cover what is known as the San Francisco plan. The fund shall be made up of all contributions made by teachers, the income and interest derived from the investment of moneys in the fund, and so much of the succession and inheritance taxes of the State as may be necessary to carry out the provisions of the act. The fund shall be divided into two parts, known as the permanent and distribution funds. Each teacher is to have deducted from the monthly salary the sum of \$1.00, or \$12.00 per year, for each year of service up to and including thirty years, provided, however, "that the difference between the amount actually paid by each teacher and \$360" may be paid at the time of retirement. At least fifteen of the thirty years of experience necessary must have been in the public schools of this State, including the last ten years of service immediately preceding retirement. Teachers physically or mentally incapacitated may, by their governing officers, be compelled to retire. Upon retirement, voluntary or otherwise, each teacher is entitled to an annual pension of \$600, payable quarterly.

Under the latter plan boards of education and school directors may retire a teacher who is incapacitated before the thirty years of teaching have been rendered, thus protecting the schools and the children. The fact that teachers themselves make contributions to the retirement fund will be a material safeguard to the fund in the light of any future legislation or court decision that may be rendered. And furthermore, those having served in schools outside of California in positions other than the public schools are eligible under this act. A less desirable feature is the age limit, which gives to the bill a suggestion of "old age pension" rather than "retirement for service rendered."

Then, too, it allows all teachers who have taught thirty years to retire. This means that the rank and file could, if they so desired, retire at the age of forty-eight years.

The contributory clause in the bill gives to it the compulsory insurance flavor. To some this seems undesirable. However, the plan of retirement salaries may be begun more easily under these, than under other conditions. Practically all industrial systems have begun thus, and have later abolished both this and the flat rate feature. Money could perhaps be saved to the State under the Tyrrell Bill. Some would argue that if it is proposed to have teachers contribute to their own retirement salary, then their present salaries should be either increased or lowered by that amount. In the last analysis the money comes from the State, and to the State it must go.

As a positive educational force, the possibilities of the school museum have not been fully realized. In the past the normal school or college museum was "tucked away" in a loft, where, on exhibition day, or as a mark of special privilege, the students were allowed to go and to conduct their friends. The collections consisted of a few "antiques," badly stuffed birds, some dusty fossils, and the frame work of a one-time living vertebrate. Although it would be considered heresy in high educational circles to say that most of our college museums are still modeled on this plan, the truth may as well be told.

One of the elements going to make up the *modern* elementary or secondary school, is the industrial museum. Next to the library it should be one of the most accessible and extensively-used departments in the school. The museum should contain, not bones and eggs and skins, but collections and materials that are usable and used every day in the year. The classes in geography, in history, in home economics, in applied chemistry, in literature, in industrial arts—in fact, all classes, should find illustrative material in the museum.

Because the boys and girls should use such a museum, they should contribute to it, and have a share in its upbuilding. It should not be a "catch-all" for family relics and bric-a-brac. Here should be found pictures illustrating all phases of activity, biography, industry

and progress. Tools and utensils of primitive people, and materials illustrating the manners and customs and daily life of our own and other nations should find a place. The progress of the world should receive particular emphasis. Machines, implements, projects and processes to show the steps in converting the raw food products into the finished article; in weaving and the making of textiles and clothing; construction of buildings and bridges; methods of transportation by land and water, and the like; engineering projects; printing, book-binding; tunnel and canal construction; the growth of woods, and strength of materials—these and scores of industries and occupations—literary, scientific, mechanical—may be here studied and discussed.

This industrial museum should be a workshop. Pupils will interest their parents to make valuable contributions. Commercial and manufacturing firms, transportation companies, and private individuals will cooperate. Thread manufacturers; nail, screw and saw makers; pen and pencil, shoe and printing concerns will be pleased to place exhibits. Many commercial organizations issue booklets and printed matter with text and pictures descriptive of their output. Through correspondence the pupils may exchange exhibits with those in other parts of the country.

The teacher who has not attempted to fathom the possibilities of a school museum has in prospect one of the greatest elements for real interest and efficiency in the class room and the community.

There is a tendency—in some localities a growing tendency—toward a form of carelessness that often develops into discourtesy, and that may approach ridicule. The American people are all too prone to speak lightly of those who, as their chosen public servants, are occupying positions of trust and confidence. One of the common marks of discourtesy has grown up unconsciously. This is the calling of a judge, a mayor, a governor, and even the President of the United States, by the first or the last name, without regard to the title that rightfully goes with the office. Not only this, but men and women are cartooned in words as well as in pictures. Without intending discourtesy, we speak of "Jones," "Smith" or "Brown," rather than of

Governor Jones, or Judge Smith. We speak familiarly of "Wilson," with no thought of applying the title of "Governor," which the dignity of his office warrants.

But why this unnecessary formality? This is a free country. Our institutions are democratic. Every boy has an equal chance with every other of becoming the president of these United States, and as we have no masses or classes, one individual is as good as another. Such argument is no argument at all, as an answer to the point under consideration. To cartoon President-elect Wilson, and to speak of him as "Woodrow" does not necessarily tend toward democracy, or forecast legitimate freedom of thought or speech. Col. Roosevelt, while in the beginning "Teddy" to many a close personal friend, soon became "Teddy" to the entire country. Democrat, Republican or Socialist, we honor ourselves by speaking of our chief executive as President Taft, rather than as "Taft." For it is not only a question of respect for the holder of the office. The office itself must be respected if we are to draw to it in the future those most competent to serve us.

Too often, faults are, without cause, laid at the door of the school. The criticism here made is to be placed upon our entire citizenship. It reacts upon the school. Boys and girls, young men and women, are simply reflecting the actions and attitude of their elders when they speak in terms of disrespect of those about them. The terms "old man," "governor" or "boss" are frequently applied to the parent because boys have heard their elders use this same form of speech. A courtesy that is only skin-deep is not true courtesy. But American children need to re-learn the lesson of their forefathers. True courtesy bears a definite relation to morality. Respect for age and station; consideration for parents; obedience to the natural principles of superiority, whether in civil or political or social life, and kindly deference to those less fortunate than ourselves, mark the true man or woman.

Teachers and fathers and mothers can well afford to spend some time, not in talking about courtesy, but in so conducting themselves that true courtesy and upright character will naturally be the portion of the rising generation.

Since the gold discovery and the toil-filled days of '49, California has been the dream of men and women throughout the world. The wealth of her soil, the balm of her climate, and her matchless scenery have beckoned thousands westward. The growth of her industries, the development of trade and commerce, and improved transportation facilities by land and water have called into action some of the foremost "captains of industry" of our day. Her civil and political institutions have brought into being men and measures that have pushed California to the front. And in the realms of music, of art, of education, of statesmanship and of oratory, California has made marvelous progress.

Few there are who realize fully the part California has played and is playing in the world of letters. As we read of the passing of the "Poet of the Sierras," on February 17th, at his home, "The Hights," on the hills overlooking Oakland and the bay region, we are reminded of the literary contributions made by Joaquin Miller in his more than seventy years of life. His poems are widely read throughout two continents. He loved the mountains and the desert and the great wide sweep of the boundless West. Whether lying at peace under the brilliant rays of the declining sun, or knocking restlessly at the western edge of the continent, the ocean, as he looked out to it through the Golden Gate, was always an inspiration.

Teachers and children should know Joaquin Miller through his poems. To know him thus is to know the land of California. His "Old California" conveys a pen picture:

"Oh! the land of the wonderful sun and weather,
With green under foot and with gold over head,
Where the sun takes flame and you wonder whether
'Tis an isle of fire in his foamy bed;
Where the ends of the earth they are welding together
In rough-hewn fashion, in a forge-flame red."

There is a growing place in our schools for uplifting literature, whether prose or verse. The poetry of their own State our boys and girls should know, and particularly should they be familiar with the work of Joaquin Miller. His "Columbus" may well stand with the great shorter poems of the world.

Joaquin Miller was the last of that wonderful group of writers of which Bret Harte and Mark Twain were the other members. It is seldom the fortune of a new country to possess an art or a literature in its own right. In this regard California has been extremely fortunate. Not only was Joaquin Miller considered an able writer by critics in our own country, but in England, and on the Continent his literary standing was first established. Like many a writer who later came into prominence, he was first forced to look far and wide for a publisher, so uncertain of success did his work promise. It was finally in England his first work appeared.

The "Poet of the Sierras" led an eventful and a versatile life. As magistrate, as merchant, as prospector, traveler, writer, he studied men and affairs and kept in touch with the great movements of the day. This side of his nature reveals itself in his work as well as does his love of the out-of-doors and the higher ideals of the poet and the man.

The life and spirit of the old California days we would remember. The camp and the trail of our first settlers; the wonderful Spanish life of the earlier day, and the glories of land and sky and sea of the California of the present—glimpses of these were caught by the poet and so woven into song as to delight and charm the readers of all time. Mechanic or tradesman, peasant or philosopher, dweller in town or country, men and women everywhere are rich or educated only as they know and appreciate such notes of harmony as fell from the pen of Joaquin Miller.

Every Californian, every man and woman the country over will feel the loss of Joaquin Miller as personal. He did a great work, and this lives after him. His own verses entitled "The Isles of the Amazons" fitly express, in their suggestion of silence, the feeling of his multitude of friends.

"God's poet is silence! His song is unspoken,
And yet so profound, so loud, and so far,
It fills you, it thrills you with measures unbroken,
And as still, and as fair, and as far as a star.

"The shallow seas moan. From the first they have mutter'd,
As a child that is fretted, and wept at their will
The poems of God are too grand to be utter'd:
The dreadful deep seas they are loudest when still."

THE ORGANIZATION OF THE TEACHING PROFESSION

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(Continued from February Issue)

THE ethical co-operation which the true professional practice of education requires is not restricted to the teacher student contact. It extends to every human relationship which the teacher has; to the community, to the board of education, to supervisory officers, to textbooks and other commercial houses, and to fellow teachers in the profession. The great need is to make the co-operation of teachers ethical and effective. This requires a more or less complete re-organization of the present relationship of teachers. It requires an effective co-operation of more teachers than are now actively associated. It requires that the re-organization be upon a high ethical plane.

In the new ethical co-operation which must come we shall have to face the marring effects of many unethical traditions. Is it not true that teachers make reputations for themselves on the high marks of children they have crammed, say in literature, and turned them out on the world so deadened to any literary appeal that they will never read a classic again? The child here has been used for the teacher's purposes and not respected for his own.

Is it not true that the superintendents have made teachers in great school systems mechanical, unresponsive and partly inefficient because they have not considered the teacher's individuality at all? These misguided chieftains, in their indifference to the teachers as human working units, have taken refuge in an appeal to the doctrine that "the schools are for the children, not the teachers," forgetting that when men and women are instruments they are not tools. Hence they have *used* teachers, and *used them up*, spiritually at least.

So it has been with other difficulties. Our unfair and inexpert treatment of the just claims of book and supply houses has given some faint warrant for their appeal over our heads to the school boards, and for their appeal to other factors than the merit which we have not always been careful to consider.

One way out of some of our evils is to rearrange our professional relations in terms of sound attitudes toward each other. Then, with

adequate organization of the half million teachers in the United States, we can force commercial concerns into fair dealing, compel boards of education to recognize expert judgment, and force out of existence the teachers' agencies which thrive on our professional neglect.

Here in California as elsewhere the crying need is for an efficient ethical co-operation among your twelve thousand teachers. Have you not been victimized again and again by the political mountebank who would make you all dishonest in the public eye in order that he might go into office behind the giant bugaboo of his insincere exaggeration? Have you not had the educational demagogue among you, reactionary and radical in one breath, who refuses to accept the verdict of his professional associates and with craftiness and plausibility tries to persuade politician and layman that he is the educational redeemer? Have you not been sneered at in the legislature by any group of less selfish men who might choose to oppose the policies that you have counseled upon through long months of faithful, careful and unselfish study? All these things have probably been true at one time or another. And your professional voice has been weak in protest because it has lacked co-ordination. The teaching profession here as everywhere else is a conscientious profession. It merely needs the added intelligence and the corporate force of co-operation among its human units. To this end I offer a tentative plan for the reorganization of the teaching profession in the hope that when the time comes you will join in the movement to improve our power for public service.

TENTATIVE PLAN FOR THE ORGANIZATION OF AMERICAN
TEACHERS—SOME DEFECTS OF THE PRESENT SITUATION

There are more than a half million teachers in the United States. It can scarcely be maintained that the paltry ten or twelve thousand in any existing national association are an adequate representation.

The various state associations are themselves not sufficiently inclusive. They vary from 1,000 to 8,000 members who are more or less transient in their interest and membership as geographical location of meetings and administrative zeal determine.

While existing state associations enroll a larger percentage of the teachers, there is no adequate existing method for co-operation among state associations.

Both state and national associations are organizations with a merely occasional purpose. The chief function of the permanent officers is to arrange for the annual meetings, at which the main business of members is to listen to addresses. Such organizations usually have no power over practical educational affairs in the interim, and even the resolutions of such meetings have few consequences.

After years of such desultory and representative organization, the profession is without a code of ethics which is sound in principle or binding in its effects upon teachers.

The influence of partisan and personal politics still interferes with a full rendering to the public of an expert educational service. Teachers and books are still selected, in too many places, by boards of education rather than superintendents. Teachers still split their fees for the first month's work with teachers' agencies, the chief purpose of which is commercial, not professional. Textbook and supply houses still exploit the public schools for their own ends.

The teacher or superintendent who stands against these influences encounters immediate hostility. Without the backing of an organized profession for his professional ideals of public service he is more likely to lose his position than not. Thereafter that one failure to hold his position is, in matters of reappointment or promotion with boards of education, a presumption of incompetency rather than of superior training and standards. Thus the present status of professional organization permits a handicap to be placed upon superior courage and idealism in maintaining high standards of service.

THE NEED OF ORGANIZATION

The need is for a more adequate national organization of *all American public school teachers* upon a permanent basis which will insure a day to day influence upon school affairs.

The central convention system must give way to one of local organizations with a capacity for frequent business and professional sessions. To maintain a democratic spirit in the organization, the organization should proceed from the bottom to the top, rather than vice versa. Local teachers' guilds should be the centers of activity, and all larger units, district, state and national, should be merely a federation of these, the permanent operations of each of which should be delegated to a truly representative council of carefully selected leaders.

THE METHOD OF ORGANIZATION

Local guilds of teachers should not be established by an arbitrary unit. The territorial unit should be highly flexible, the one standard being ease of affiliation and attendance at guild meetings. In the country districts, the county system might be followed, but not strictly, ease of congregation by roads, railroads, etc., being taken into account. Towns should have their own guilds. Cities of considerable size should have several guilds so that the size of each could be kept so companionable that free discussion of professional problems is really possible. Coercion for some partisan purpose is always more readily resisted where all the teachers can easily know each other's state of mind.

The active membership in such guilds should be limited to those who are actively engaged in the public educational service, because this profession is peculiarly linked up with the public service through the state, as no other is. Any person specially interested in public education may become an associate member of a guild.

There should be a state association of teachers' guilds in each state. The affairs of this state association should be vested in a council consisting of one representative from each guild. This council should meet annually for the discussion of professional affairs, and at that time should appoint an executive board of seven to administer their affairs throughout the year. There should be a permanent office in charge of a paid executive secretary. It will be advisable for the state association to have its own educational magazine as a medium of communication under a paid editor, and to maintain a bureau for the registry and placement of teachers.

There should be a *national council of teacher guilds* consisting of representatives from each state. Each state council should select at large as many representatives to this council as there are senators and representatives in the national congress. They should meet annually for two weeks for the consideration of problems of public education, to determine matters of common policy and comity among the states, to initiate investigations into the efficiency of teaching and administration, to establish standards of efficient practice and professional conduct, to provide ways and means for gathering and disseminating professional

information and to attend to such other matters as have an important national scope. They should maintain a central office under the charge of a paid executive secretary, who will have an advisory executive committee of five associates with him to aid in administering affairs. This executive committee shall be elected by the national council.

Conventions of guild members by districts or states might still be held annually or otherwise as the local guilds might determine.

SUPPORT OF ORGANIZATION

All fees should be paid through the local guilds, a certain percentage of which should be segregated for district, state and national organization.

SPECIFIC POLICIES OF ORGANIZATION

The primary purpose is to increase the efficiency of teaching as a public service. And as a mode of attaining this chief end, its secondary purpose is to improve the status of teachers.

More particularly the organization should finally accomplish the following particular things:

(1) To make professional efficiency in the public service the sole standard for employment, assignment, promotion, demotion, dismissal, and release of teachers.

(2) To realize in practice the principle that all expert professional officers should be selected by appointment and not by popular election.

(3) To remove the selection of boards of education from the domain of partisan politics.

(4) To eliminate the pressure of textbook and supply houses from educational affairs.

(5) To adopt such means as will finally eliminate the teachers' agencies in the appointment of teachers, recognizing the principle that there shall be no splitting of fees for appointment with any person or agency whatever, and that the registry, recommendation and appointment of teachers shall be in the hands of bureaus organized under conditions that guarantee the public good, e. g., appointment bureaus of normal schools, colleges and teachers' associations.

(6) To make it unprofessional for any teacher to use the influence of partisan or personal politicians, textbook or supply houses,

teachers' appointment agencies, or any other means not calculated to render an unbiased and expert judgment. In fact, to make it unprofessional to use any argument for appointment save that of educational efficiency vouched for by some one in a position to render an expert judgment on the same.

(7) To make it unprofessional to apply or seek for a position or to cause influence to be exerted for the same when said position has not been declared vacant by teacher, superintendent or board.

(8) To guarantee to the chief educational officer of any administrative unit that he, and not the board of education, shall have the right to initiate action in all matters involving expert professional knowledge and judgment, e. g., the nomination of teachers, the recommending of a course of study, textbooks, apparatus, and other supplies made necessary by the pedagogical needs of the schools.

(9) To improve and unify the standards and means of training, certificating and appointing teachers, so as—

(a) To insure that every teacher shall have received the cultural training of one more school unit than the school in which he teaches, e. g., elementary teachers should have at least high school training, etc.

(b) To insure that every educational worker shall have had some systematic training in the performance of the particular function entrusted to him.

(c) To widen the provision for and increase the practical efficiency of courses devised for the professional training of teachers.

(d) To provide for a better supervision of teachers in service so that the growth of the system in the care of new responsibilities shall not be lacking.

(e) To work toward a more nearly uniform standard of certification throughout the states so that interstate comity is possible in the recognition of certificates, thus relieving congestion and scarcity of teachers, and increasing mobility so that a wider selection is possible for both boards of education and teachers.

(10) To abolish the election of teachers for a stated term and substitute therefor a system of appointment to service wherein the presumption is that satisfactory service involves continuity of employment, that cannot be broken save by dismissal for cause. New

appointees may be subject to review and dismissal within a stated time, but if not removed within the stated period shall hold their positions on permanent tenure.

(11) To establish the principle that contracts are mere fiscal arrangements for service, which do not imply a period of indenture wherein the freedom of movement of the teacher is interfered with. They simply guarantee a certain service for a certain pay and vice versa. The profession holds to the belief that our schools have a national purpose, and that the public good demands that a call to larger or more congenial service is a public and a personal right with which no board ought deliberately to interfere. Under such a principle it will be possible to enforce the ethical standard that suggests that no board or superintendent should seek the services of a teacher without consultation with the present employing authority and that no teacher should seek another position without notifying the officials of his own system.

(12) To improve the economic status of the teachers by favoring:—

- (a) An annual salary system with twelve payments.
- (b) A minimum salary system.
- (c) A gradual increase in teachers' salaries over and above the increased cost of living.
- (d) To provide a state-wide pension system with final comity between states, which recognize services in other states, with a system of apportioning costs among states on the basis of proportionate service. And, necessarily, therefore, to provide uniform pension legislation among the states as a preliminary stage.

The Council of Education, Southern Section, on Feb. 15th, through the Committee on Teachers' Pensions, recommended favorably a pension bill to include, if possible, the "flat rate" provision. On state board reorganization, the Council favored the Boynton bill with minor modifications.

The Council of the Bay Section on Feb. 22d, favored also the Boynton bill properly amended. The members felt that a thoroughly desirable bill could be drawn embodying all satisfactory features in both the San Francisco and Alameda plan.

EDUCATIONAL LEGISLATION

JOB WOOD, JR.

FOLLOWING is a brief review of the educational bills that have been introduced into the Senate and Assembly at the present session of the Legislature. There are nearly three hundred bills in all many of them being duplicates, a copy of each measure being introduced in both houses. Many of them refer to school census which was repealed two years since. The school census has been a part of the school system so long that it is a part of nearly every section or the census is referred to in many of the sections. An attempt has been made to get rid of this. First the office of superintendent prepared a number of bills that would get rid of the census. Then a number of bills amending the same sections for the same purpose came in from the south.

There are so many bills that one can make but a very brief reference to many of them. But an attempt is made here to give the important bills in each house and the main features of each.

STATE BOARD

S. B. 65 (Shanahan) provides a lay board of five members to be appointed by the Governor, who in turn shall appoint at least three commissioners of education. This bill does not plan to give this board the position of superintendent of public instruction, but the board is to govern the work of the commissioners.

A. B. 836 (Wyllie) and S. B. 1549 (Caminetti) provides a State Board of three members—the superintendent and two active members appointed by the Governor, one to have charge of text-books and another to have charge of certain business matters of schools. This bill places the management of the Normal Schools under the State Board.

S. B. 645 (Boynton) and A. B. 1831 (Morgenstern) makes a board of seven members who shall have full control of the school system. This board will be composed of lay members to hold office one, two, three and four years. It will appoint the deputies in the office of Superintendent of Public Instruction examiners and provide rules for the examination of teachers by county boards.

S. B. 1555 (Larkins) provides a State Board of seven members composed of the Superintendent of Public Instruction, one county superintendent, one city superintendent, one normal president, one elementary

school man, one business man and one university man. The county superintendents recommend a list of three from which the Governor may select one, the city superintendents a list of two and the normal presidents a list of two, while the Superintendent of Public Instruction recommends a list of five elementary school men from which the Governor may select.

S. B. 66 (Shanahan), A. B. 1170 (Wyllie), S. B. 1007 (Finn), A. B. 1164 (Scott) and S. B. 1161 (Hans) amend section 1874, relating to the distribution of text-books.

SUPERINTENDENT OF PUBLIC INSTRUCTION

Seven bills amend the law relating to this office: S. B. 455 (Thompson), A. B. 1283 (Shartell) and A. B. 938 (White) amend this law so that the superintendent shall give \$550 to the county per teacher in place of \$250, as now. This will do away with the average daily attendance feature. If the money received last year had been apportioned on this plan, each county would have received \$485.89 per teacher and none on attendance. S. B. 1529 (Jones), A. B. 1909 (Bohnette), A. B. 988 (Shearer) and A. B. 1284 amend section 443 of the P. C. so that the State shall give \$550 per teacher, in place of \$13 per pupil on attendance. This would have taken \$1,899,345 more school money than was received last year. A. B. 57 (Wyllie) gives \$350 per teacher in place of \$250, as now, and retains the average daily attendance feature. S. B. 812 (Avey) cuts all reference to the census in section 1532, while A. B. 415 (Smith) provides for the pension system in this section if such system is adopted. S. B. 830 (Anderson) and A. B. 1522 (Ellis) require the superintendent to visit each normal school at least twice in each year.

COUNTY SUPERINTENDENT OF SCHOOLS

S. B. 434 (Gates) and A. B. 595 (Strine) provide for keeping general and building funds in place of funds kept now, and the fixing of the price of school supplies to be paid by the school trustees for the year. A. B. 434 (Wyllie) cuts out the census and the appointment of census marshal. A. B. 602 (Bloodgood) provides for the appointment of certain field deputies to aid the County Superintendent in his work.

SCHOOL ELECTIONS

S. B. 694 (Carr) amends section 1597 of A. B. 712 (Fish) so that the polls shall be open at eight in the morning and be kept open until sundown. A. B. 823 amends same section to meet same conditions.

SCHOOL DISTRICTS

S. B. 738 (Butler) and A. B. 635 (Johnstone) provide that a district may be divided into two districts at any time. A. B. 1285 provides that the formation of joint school districts may be made on approval of the county superintendents, and not be limited to two miles or a certain number of census children. S. B. 463 (Lyon), S. B. 1583 (Cogswell) and A. B. 437 (Wyllie) amend section 1583 so that the apportionment is made on attendance in place of on census.

SCHOOL TRUSTEES

A. B. 442 (Wyllie) amends section 1593 so that trustees take office on May 1st in newly formed school districts. A. B. 438 (Wyllie), S. B. 1615 (Lyon) and A. B. 822 (Roberts) amend section 1615 so that trustees in joint school districts take office May 1st in place of July 1st.

A. B. 444 (Wyllie), A. B. 632 (Farwell) and S. B. 584 (Carr) amend section 1576a, cutting out census and substituting attendance. A. B. 446 (Wyllie) amends the trustees institute act so that it may be more uniform in its workings in the several counties.

TEACHERS' INSTITUTES

S. B. 1274 (Strobridge) and A. B. 1058 (Ryan) allows institute to be held in San Francisco in 1915. S. B. 871 (Mott) and A. B. 922 (Gabbart), S. B. 432 (Gates) and A. B. 636 (Johnstone) permit the local and the general institute to be held as the superintendent may decide, or both may be held under certain conditions.

S. B. 573 (Cogswell) and A. B. 439 (Wyllie) amend section 1617 so that census marshal need not be appointed. S. B. 415 (Curtin) provides that teachers' salaries shall cease when accepting another school and beginning teaching; that is, the annual salary. A. B. 1106 (Smith) provides that the minimum salary paid teachers shall not be less than \$900 per annum. A. B. 1524 (Ellis) adds

to subsection 9 of section 1617 "boards of education." A. B. 614 (Woodley) cuts out census marshal, pays teachers on first Monday in each month, and makes the kindergarten a part of the regular day school. S. B. 1759 (Woodley) and S. B. 1311 (Hewitt) add a new section to section 1617b which provides for the sale of school lots or the leasing for a term not to exceed ninety-nine years. S. B. 174 (Birdsall) and A. B. 613 (Chartell) allow 50 per cent of county funds for supplies and 50 per cent for teachers' salary in place of 60 per cent for teachers and 40 per cent for supplies. S. B. 1162 (Hans) amends section 1622a making a minimum salary in elementary schools \$780 per annum and in high schools \$1000 per annum. S. B. 433 (Gates), A. B. 601 (Bloodgood) and A. B. 440 (Wyllie) repeal section 1624 providing for census marshal.

DISTRICT CLERK

S. B. 431 (Gates), A. B. 588 (Peairs) and A. B. 441 (Wyllie) provides for election of clerk on first Saturday in May, while S. B. 831 (Anderson) provides for this election and provides that a salary not to exceed \$25 per month may be paid.

COURSE OF STUDY

S. B. 11 (Caminetti) adds a new article to the Code, to be known as IXa and to consist of several sections, 1622 to 1660 and from 1660a, b, c, d, e, f. This article calls for primary and grammar schools in elementary schools—eight grades—and grammar high, high school and college high in secondary schools. The names will indicate the scope. All changes are above the eight grades and consist of a post graduate grammar school, a high school and a post graduate high school. A. B. 1415 (Wyllie) provides nine years in the elementary schools. A. B. 1566 (Shartell) gives nine years, and the ninth year is to be the same as the first year of high school. A. B. 603 (Gates) provides eight or ten years, with one of kindergarten, as a part of day school. A. B. 1665 (Clark) provides age limit at 15 for entrance into night school. S. B. 1285 (Bensos) provides that separate schools for Chinese, Japanese and Malays may be established, while A. B. 1539 (Morehouse) provides separate schools for Negro children. S. B. 468 (Anderson) provides separate schools for Negro children. But in all these bills, if no separate school is

established these children shall be admitted to the regular schools. A. B. 1834 (Benedict) provides not less than nine years of course with kindergarten as a part of the course. The plan is to make the kindergarten a part of the regular day schools, so that funds may be provided for them. The Supreme Court ruled against this in the case of *Los Angeles vs. Kirk*. A. B. 1835 (Benedict) allows kindergarten teachers to teach in all grades below the fifth in elementary schools. A. B. 600 (Gates) provides for the same, as does S. B. 586 (Carr). S. B. 1628 (Hans) adds California history to the list of studies in 1665. A. B. 436 (Wyllie) cuts out census in last part of 1665 and adds forty-five in average attendance in place. S. B. 288 (Gates), A. B. 321 (Strine) and A. B. 47 (Shannon) provide for the teaching of foreign languages by amending section 1665a.

S. B. 502 (Committee on Education) cuts out the reference to school census in union school districts and substitutes attendance therefor.

PUPILS

S. B. 824 (Anderson) prevents the keeping of children after school. S. B. 1571 (Avey) and A. B. 1414 (Wyllie) are really blank bills intended to meet future wants if amendments of these sections should be necessary. S. B. 825 (Anderson) and A. B. 1527 (Ellis) amend section 1687 so that warrants shall not be drawn unless teachers in primary grades receive the same pay as teachers in the upper grades of the same schools. S. B. 827 (Anderson) amends 1685 so that persistent disobedience may be cause for suspension.

TEACHERS

S. B. 461 (Lyon), S. B. 933 (Anderson), S. B. 1234 (Anderson), A. B. 668 (Kuck) and A. B. 1120 (Bagby) all plan on cutting out the law providing for transfer of attendance to the home school. S. B. 826 (Anderson) and A. B. 1420 (Weisel) amend section 1898 relating to appeal of teacher in case of salary is withheld by adding boards of education in cities.

LIBRARIES

S. B. 1235 (Anderson) and A. B. 1520 (Ellis) provide for payment of librarian at pleasure of board. S. B. 457 (Thompson) and A. B. 610 (Ambrose) provides a different method of appor-

tioning library money. In rural schools trustees must expend for library purposes: One teacher, \$15; two teachers, \$25; in districts with three or more teachers, not less than \$10 per teacher; in cities, not less than \$10 per teacher shall be expended for library purposes. A. B. 435 (Wyllie) cuts out census reference and substitutes for the same the average daily attendance.

HIGH SCHOOLS

A. B. 71 (Polsley) is intended to change all high schools into county high schools; that is, to place every piece of territory in any part of a county in some high school district, as is now the case with elementary schools. The plan is quite sweeping, and of much importance. The bill has too much in it to quote from it in a short article. S. B. 446 (Sanford), S. B. 940 (Curtin) and A. B. 734 (Griffin) all plan to amend the law in such way as to permit county high schools to vote bonds for building purposes. S. B. 695 (Carr), S. B. 505 (Committee on Education) and A. B. 714 (Fish) amend section 1745, cutting out reference to census in voting bonds. S. B. 691 (Carr) and A. B. 713 (Fish) amend section 1746 regarding issuance of bonds for high schools. A. B. 1287 (Shartell) provides a method of locating county high schools. Board of supervisors must locate the school by unanimous vote, or submit the location to an election of the people. S. B. 1629 (Hans) adds California history to course for high schools. A. B. 1169 (Wyllie) makes the approval of the course of study for high schools by the State Board of Education necessary. S. B. 1262 (Avey) amends section 1755 so that high school districts may vote special tax to make additions, and A. B. 1908 (Bohnette) and S. B. 1523 (Joses) provides that money raised by special tax may be used for making additions, etc. S. B. 1260 (Avey), A. B. 1776 and A. B. 1712 (Bohnette) re-enacts section 1758 so that there can be no question of its legality since a second section with the same number may have repealed it two years since. S. B. 1072 (Kehoe) amends section 1734 relating to adding districts or deducting districts from a high school district. S. B. 503 (Committee on Education) amends section 1731 providing that high school boards take office on May 1st, and S. B. 504 (Committee on Education) provides, by amending section 1740, that boards of high school trustees organize on first Saturday in May.

EDUCATIONAL LEGISLATION

S. B. 1489 (Caminetti) amends section 1760 giving \$30 per pupil to high schools in place of \$15 as now.

COUNTY BOARD OF EDUCATION

S. B. 1570 (Avey) and A. B. 1413 (Wyllie) provide for amending law governing county board if need be. These are really blank bills. A. B. 1081 (Beck) amends section 1768 requiring all appointed members to be experienced teachers. S. B. 1695 (Caminetti) amends section 1779 providing for two years of real post graduate grammar school work, and counting the attendance of pupils in this course in the regular grammar school attendance. This bill will meet the demands for more work in the country schools removed from high schools, and yet not pretend to give high schools work and not do so. The requirements are advanced grammar school work.

CITY BOARD OF EXAMINATION

A. B. 66 (Shannon) amends section 1791 by authorizing a City Board of Examination, to grant special certificates to teach the languages, especially those languages taught in the cosmopolitan schools provided for in section 1665a. It would seem that county boards should have this privilege if city boards have. The plan should be uniform.

FUNDS AND TAXES

There seems to be a general move to limit the tax rates, especially special taxes. A. B. 1837 (Gelder) repeals section 1840; A. B. 695 (Bloodgood) requires public notice of such tax in newspaper. S. B. 578 (Cogswell) and A. B. 715 (Strine) limit delinquency to 10 per cent, and amount of tax to 30 cents on each \$100. A. B. 401 (Ellis) makes the total tax that may be raised in any one year 50 cents for special and 50 cents for regular school expenses.

S. B. 1405 (Beban) makes minimum day two hours, and includes night school, as full day's attendance. S. B. 458 (Thompson) changes quarter day to whole day, gives \$650 in place of \$550 and makes night school count full day. A. B. 1119 (Bagby) makes minimum day for first, second and third grades four hours and advanced grades four and one-half hours; A. B. 587 (Peairs) gives \$650 in place of \$550, while A. B. 58 (Wyllie) gives \$650 in place of \$550

MISCELLANEOUS

S. B. 1263 (Avey) amends section 1886 so that any premium that may be received shall be paid into the building fund of a school district. S. B. 506 (Committee on Education) substitutes forty-five average attendance for census in section 1876. S. B. 789 and S. B. 790 (Caminetti) make "Gold Discovery Day" a legal holiday. S. B. 879 (Gerdes) allows no tuition to be charged by the University for summer school. S. B. 1109 (Avey) and A. B. 1255 (Strine) provide, by amending section 1890, for fire drills in all schools in buildings of more than one story in height. S. B. 1029 (Curtin) and A. B. 1256 (Tullock) amend section 676 providing for investment of all school moneys accumulating in the State treasury and not subject to apportionment. S. B. 1205 (Tyrrell) amends sections 3494 and 3495 governing the sale of school lands. A. B. 1811 and A. B. 1810 (Young) amend the law governing the Institution for the Deaf and Blind.

STATE NORMAL SCHOOLS

S. B. 1276 (Cogswell) authorizes normal school boards to establish courses that will enable graduates in special branches to teach in the high schools, and subdivision 14 of section 1489 authorizes the exclusion of students who are not able to do the work satisfactorily. S. B. 1236 (Anderson) admits pupils from other States on recommendation of the Governor if they have graduated from the high schools. A. B. 1412 (Wyllie) makes a sweeping change in the law. The normal schools are placed under the control of the State Board of Education. The plan of this State Board is to have three members, Superintendent of Public Instruction and two others, who are to be paid and who are to give their entire time to the work.

ACTS

The following acts that amend no section, but come under the head of general laws, have been introduced:

S. B. 501 (Committee on Education) appropriating all money in text book fund for purpose of printing free text books and to give legal sanction to acts of the Superintendent of Public Instruction in shipping out text books. S. B. 1011 (Shanahan) providing for the purchase by the Superintendent of Public Instruction of all text books now in the hands of the dealers that are now in use. S. B. 1707

(Strobridge) amends the anti-fraternity law. A. B. 74 (Mouser) creates an Art Board for the purpose of encouraging art education. S. B. 462 (Lyon) and A. B. 1774 (Bloodgood) legalizes the formation of school districts. S. B. 19 (Gates) and A. B. 16 (Finnegan) provides for civic centers in connection with the school houses. S. B. 811 (Rush), A. B. 1286 (Shartell) and A. B. 1662, 1663 and 1670 (Clark) amend the compulsory educational act. S. B. 829 (Anderson) amends the county free library act. S. B. 179 (Birdsall) is intended to govern the overdress of high school pupils. S. B. 1483 (Avey) and A. B. 1762 (Clark) make road building a study to be taught in the public schools. S. B. 1638 and S. B. 1639 (Caminetti) increases the State school fund from the inheritance tax and from the corporation license tax. A. B. 803 (Smith) provides that cities and school districts may vote special tax to support kindergartens if they choose. S. B. 692 (Carr) and A. B. 710 (Fish) legalize the formation of school districts. S. B. 693 (Carr) and A. B. 711 legalize the sale of school bonds. S. B. 524 (Hewitt) and A. B. 555 (Roberts) legalize the sale of the site of the Los Angeles State Normal

CREATION AND LOCATION OF NORMAL SCHOOLS, ETC.

S. B. 319 (Rush) amends the law providing for Training School for Orphan Children by locating the school at Napa. S. B. 46 (Gerdes) creates a Training School for Delinquent Girls. S. B. 527 (Cogswell) makes the Los Angeles State Normal School a normal college for the purpose of training high school teachers. S. B. 236 (Kehoe) and A. B. 313 (Nelson) create at the city of Eureka a State Normal School. S. B. 339 (Juilliard) and A. B. 49 (Slater) create at the city of Santa Rosa a State Normal School. S. B. 107 (Caminetti) creates the Mother Lode School. A. B. 650 (Struckenbruck) creates at the city of Lodi a State Normal School. S. B. 1705 (Caminetti) creates a State commission, known as the Landmark Commission, for the purpose of marking the location of the discovery of gold. S. B. 1482 (Owens) creates in the county of Contra Costa a State Normal School. S. B. 62 (Beban) creates a monument to George Washington.

TEACHERS' PENSIONS

S. B. 309 (Tyrrell) and S. B. 310 (Tyrrell) and A. B. 413 and A. B. 414 (Smith) provide for a pension for teachers. This is what is called the Oakland plan. S. B. 699 (Boynton) and A. B. 1263 (Ryan) create a pension for teachers—San Francisco plan

MISCELLANEOUS ACTS

A. B. 861 (Johnstone) provides a fund from the State for the purpose of paying readers for blind students who wish to enter the University. It is fashioned after a New York act which has done much to encourage blind students to educate themselves beyond the ordinary school. S. B. 1237 (Anderson) and A. B. 1526 (Ellis) repeal an act making women eligible to educational office, since the women are eligible to all offices. S. B. 828 (Anderson) and A. B. 1525 (Ellis) repeal an act entitled "An act to prevent discrimination against female teachers." S. B. 737 (Butler) repeals an act passed in 1872 which requires all architects to give bonds that they will complete any building, the plans and estimates they have made, in case the bids are above the estimate. S. B. 793 (Curtin) provides that school districts may construct sidewalks when necessary. S. B. 986 (Jones) provides for sanitary conditions in country schools. S. B. 646 (Caminetti) provides a fund for University extension. S. B. 1368 (Anderson) repeals the present vaccination law and re-establishes practically the old law, when all children must be vaccinated if they would attend school. S. B. 1261 (Avey) and A. B. 1406 (Cram) provide a Registrar of Teachers in connection with the office of Superintendent of Public Instruction. This officer is to be appointed by the Superintendent, a salary of \$2500 per annum and is to arrange a record of all teachers. Teachers who wish may register for positions at a fee of \$2, this fee to go into the State school fund. The position is practically that of a teachers' agency, only the Registrar is to bring the teacher and the vacant school together. Teachers who do not care to use this need not do so. Trustees who may wish to use the office may do so.

STATE BOARD OF EDUCATION

WHY HIGH SCHOOL TEACHERS ENDORSE SENATE BILL NO. 645, KNOWN AS THE BOYNTON BILL

LEWIS B. AVERY

President California High School Teachers' Association

The Executive Committee of the California High School Teachers' Association has unanimously authorized the publication of the following letter from its president, Mr. Lewis B. Avery:

TO THE EXECUTIVE COMMITTEE OF THE CALIFORNIA HIGH
SCHOOL TEACHERS' ASSOCIATION:

Gentlemen:

I desire to make brief report concerning certain important phases of educational legislation now under consideration that may seriously affect high school education in California.

Every teacher, and in considerable degree every parent, should be interested to see the high schools of California maintain their splendid lead among the schools of the country. Scores of high schools in the state are attempting to meet the varied needs of the people as never before. Old subjects are being revised and vitalized; education no longer means merely sitting at a desk and studying a text-book; uniform courses of study are giving way to multiplied courses; the grind of the educational machine with its uniform ways and its copied product is being replaced by a clear reorganization to meet the varied demands of life; the teacher and not the text-book is the school, the text-book becoming a time saver for the teacher, providing it meets the teacher's aims and purposes.

I recently received letters from some thirty principals and superintendents of the state regarding legislation to provide for a State Board of Education. *They uniformly insisted upon a non-political and unpaid state board, with long terms*, they to be empowered to select their own expert assistants and employees. They believed the board should be composed of laymen only. They were united in their belief that uniform text-books would seriously hamper the high schools. I have every reason to believe that these letters are fully representative and that the educational leaders in high school work in the State of California are absolutely unanimous with regard to the requirement of a non-political and unpaid board, with long terms of

office, they to be empowered to select their own expert assistants and employees. They nearly all believe the board should be composed of laymen only and are a unit against the imposition of uniform text-books.

There is doubtless a question in many minds as to why teachers should insist upon a lay board. Let me briefly state the reasons. The presence of educational men on the board, or of those who may claim to be such, will tend to divide and confuse the expert's advice. This will destroy the judicial character of the board and render it more amenable to political influence. This may be easily avoided by confining all expert work to the official advisers of the board. A most important function of the board will be to act as an educational clearing house to receive the various educational ideas and projects, presenting for legislation only that which is clearly justified. Heretofore, we have constantly been handicapped in the matter of legislation because we have been looked upon by legislators as special advocates, seeking our own interests. A state board representative of the best citizenship and devoid of educational members will be wholly freed from this handicap, since they will be viewed as the agents of the people. Such boards already exist in the State Commission of Massachusetts and that of New York. The best city boards are of like character.

People generally do not appreciate the strong reasons existing against uniformity of text-books in high schools. I do not believe a principal of an up-to-date high school can be found in the United States who would favor uniform text-books for the high schools of his state. *Every principal who is endeavoring to fit his school to the life needs of the pupils is compelled to oppose uniformity.* Not only are new subjects constantly appearing, but old subjects are being revised to fit life needs. If one of the newer books were to be required uniformly throughout a state, nine out of ten teachers would not know how to use it. If the old one were required, progress along modern lines would be impeded. Live teachers frequently prefer a variety of text-books, even in the same class. One book throughout the state would mean nothing less than a *lock-step for the pupils of the state at a time when public demand is for more individual initiative and a larger freedom from treadmill uniformity.* There are few modern subjects, the leading

ideas of which can be contained between the covers of any one text-book, and a state whose children know but one is deprived of all that education that comes from the attrition among minds knowing different text-books.

MAP OF STATES HAVING UNIFORM HIGH SCHOOL TEXTS



Double lined States—Uniform high school textbooks. Educational rank 30th.

Single lined States—Uniform textbooks in 9th grade only.
Educational rank 27th.

California—Non-uniform high school textbooks. High school rank 2nd.

The Los Angeles High Schools have forty-five courses of study, with probably from three hundred to five hundred text-books. Through the maintenance of these many lines of work, the schools touch the interest of every boy and girl. As a result Los Angeles enrolls 10,000 pupils in her high schools—one-fifth the enrollment of the state. Will legislators, who doubtless wish modern ideas in school work to prevail, and that the school shall be made to reach the varied needs of the people, place the many schools now attempting this sort of education in the chain-gang of forced uniformity? *The men who are foremost in modernizing the high schools are a unit in this matter.* If a new state board of education is now to be formed, should not any fundamental legislation opposed by the judgment of the people who know it best, at least wait the recommendation of this new state board of education with its expert advisers? In this connection note the accompanying map.

According to the report of the Russell Sage Foundation, Number 124, published in December, 1912, in which the states are ranked according to their school efficiency, the eight states attempting uniformity in high school text-books, namely, Oregon, Idaho, Kansas, Oklahoma, Louisiana, South Carolina and West Virginia, *have an average rank of thirtieth among the forty-eight states of the Union; while the three attempting uniformity in the ninth grade only, namely, Arizona, Texas and Tennessee, rank twenty-seventh. Of the first thirteen states in educational rank in the Union, all allow perfect freedom in the matter of high school text-books.* These thirteen states, in order of their general educational rank, are as follows: Washington, Massachusetts, New York, California, Connecticut, Ohio, New Jersey, Illinois, Colorado, Indiana, Rhode Island, Vermont and New Hampshire. While fourth in general educational rank, in high school rank *California is placed second among the states of the Union. The high school teachers of California, who, according to the report of the Commissioner of Education of the United States, possess the highest certificate qualifications in the country, are responsible for putting these schools in that rank.* Their testimony is worthy of consideration.

I have written thus at length in this matter because other bills, having some of the features that have been commended, provide for a restricted list of text-books and distinctly state the intention to work toward absolute uniformity. *The Boynton Bill* is clear, adequate, simple, and devoid of unnecessary detail, provides for a non-political and unsalaried Board of Education, and in all respects is *the superior bill.*

Every teacher in the state and every citizen of California, in behalf of the schools and in behalf of the children should insist upon the formation of a state board of education along the lines of Boynton's Senate Bill, Number 645, and require that other educational legislation not meeting the fairly unanimous endorsement of the teachers of the state shall wait the investigation, counsel, and decision of this board. Every teacher in the state—primary and grammar school, as well as high school—together with *every man and woman who appreciates the modern movement toward education for life, is called upon to join in obtaining an independent and non-political state board of education.*

VISITS AFIELD

SANTA BARBARA NORMAL, ORANGE COUNTY, CITY OF SAN DIEGO

SANTA BARBARA NORMAL

THE State Normal School at Santa Barbara is devoting its entire energy to instruction in the home economics group of subjects, to industrial education in its various phases, and to the applied arts. Beginning years ago upon the Anna S. C. Blake Foundation, the president, Miss Ednah A. Rich, developed a superior type of elementary school. The normal school is the only institution of its kind in the West, and the tremendous call for well-trained teachers is taxing the present plant to its utmost capacity.

The present buildings, with a simple but wisely chosen equipment, have served well their purpose. The new building is now rising upon a campus of ample extent back of and overlooking the city of Santa Barbara. A more commanding outlook for a school can scarce be imagined. The eye travels out to the old mission, to the town lying just beyond, to the bay and to the channel islands some distance off shore. A trolley line is soon to be completed to the school.

The new building, to cost more than \$100,000, is the largest of a group. It will be ready for occupancy in a short time. It looks out to the ocean from a large open court or patio. The rooms extend on either side and across the open space at the rear. The ground rises toward the back, and the front of the building will be two stories in height. A wide portico will tie together the two arms of the building at the front. The court will be used as an open air assembly, while the cloisters will be used as out-of-door study halls. Beautiful trees have been preserved within the court, and on three sides of the building there are many fine eucalyptus trees.

An appropriation of \$10,000 has been made for a smaller building. This will form one side of a second quadrangle. Herein will be quartered the dining hall.

It is the purpose of Miss Rich to so enrich the work by the introduction of additional chemistry, biology, art and education courses as to prepare men and women for the most exacting requirements. At present 125 men and women are enthusiastically at work. The faculty members are well chosen and the work most thorough. The year is divided into four quarters, so that the summer session offers the same

type of work and of as high standard as is given throughout the year.

Those who enter must be university, college, normal or special school graduates; or certificate of attendance for two or more years in such schools with recommendations, or successful teaching experience will admit. There is no tuition, with only nominal fees. Graduates are prepared to supervise and direct all the modern industrial lines.

Miss Rich has had a broad and successful experience as teacher and administrator. She has traveled and studied, both in this country and in Europe, and understands the needs of modern education. There is no reason to doubt that the Santa Barbara Normal will receive thorough recognition at the hands of the Legislature, and that the coming year will find here a school well able to care for the men and women who desire special training in the industrial and applied arts and home economics.

ORANGE COUNTY

No more prosperous or diversified county is there in the State than that of Orange. Its coast country furnishes excellent fishing advantages and affords numerous beach resorts. In the low lands alfalfa, sugar beets, celery and small fruits are raised in tremendous quantities. Side by side with the small holdings where intensive and scientific methods claim from the soil an almost unbelievable yield, there are ranches,—remnants of the old Spanish grants, that extend a day's journey by horse on either side. Within this county, in a practically frostless belt, are grown Valencia oranges famous the country over. Water there is everywhere in abundance. In the hilly districts oil abounds, and some of the largest gushers in the State are to be found in Orange County. The mountains add their store of mineral wealth. A million and a half of dollars is being spent in the improvement of roads.

R. P. Mitchell, the superintendent of Orange County, has 300 teachers under his direction. During the administration of Mr. Mitchell practically every district in the county has undergone material improvement. Fully \$650,000 have been spent in new buildings. Of the significant movements to be noted in Orange County are those for better buildings and grounds, the introduction into grade and high schools of industrial work and a long tenure and better salaries for competent teachers.

PLACENTIA

At Placentia is one of the most perfect eight-room buildings to be found anywhere, erected at a cost of \$40,000. A separate building takes care of the toilet, recreation and lunch rooms and cost \$7,000. The assembly may be enlarged by raising the large doors on either side that cut off the assembly from the wide main halls. The lunch rooms for girls and boys in the accommodation building are provided with fireplaces. The grounds contain eleven acres. The janitor lives in his own home upon the grounds.

Every pupil has his own garden, and attention is given to every vegetable that thrives in the region. Fruits and flowers are grown. C. F. Meagher is the principal. Distillate is used for fuel. The cost is $5\frac{1}{2}$ cents per gallon. The average cost per day for 41 days was 36 cents. In the cold weather the cost will be somewhat increased.

SANTA ANA

At Santa Ana, the largest town in the county and the county seat, Superintendent J. A. Cranston in his six grammar schools employs some seventy teachers. Each school has a modern kindergarten department. In the new Washington building the only steps in the entire structure are those leading to the platform in the assembly room. The school is on one floor and inclines are substituted for steps. Back of the stage in the large assembly hall is a library.

In the primary grades tables and chairs take the place of the traditional desk and seat. At the close of school the pupils place the chairs upon the tables and janitor service in the rooms is a simple matter. Superintendent Cranston would furnish all rooms with tables and chairs if the floor space would permit. The building is practically fireproof and the heating and lighting is excellent. The grounds are large and are being improved by the parents' and improvement associations.

All Spanish children in the city are centered in a common building. Here at midday a simple, warm luncheon is served to them. The children take care of their own dishes. The forenoon is given over largely to a study of the fundamentals—English, arithmetic, writing, geography. In the afternoon the attention of these Spanish boys and girls is mainly devoted to industrial work. In art, in work with the

hands, and in music and dramatics these children are superior. Not a Spanish father or mother has objected to the segregation of these pupils.

Throughout the city there is a noticeable seriousness of purpose and close attention to business on the part of the pupils. There is however, a perfect ease of manner and freedom from constraint that mirrors successful teaching and wise leadership. Superintendent Cranston takes his teachers into his confidence; he follows up their work and is just as ready to receive suggestions from them as he is to offer criticism to them. Santa Ana has one of the best organized school systems in the State.

In the high school an innovation has just been inaugurated under Principal E. H. McMath. The day is divided into five double periods, three in the forenoon and two in the afternoon. The session begins at 8:15 and closes at 3:55. This allows for four subjects, each requiring a double period, with one additional double period to be devoted to study or to extra work. The first half of a double period is devoted to the recitation. At the close of this period, which is something less than forty minutes, the class continues under the teacher and devotes the second half of the period to study. This permits of bringing up the less well prepared pupils, provides for individual work and allows such elasticity that each pupil may proceed as rapidly as he is able to go. In no other way can the art of study be so well developed in the pupils. Both teachers and pupils are taking hold of the plan with a determination to give it a thorough trial.

The high school pupils are doing real work in agriculture. This subject will receive emphasis when the new plant is completed. Santa Ana leads the State in the size of its high school grounds—23 acres. The administration, manual arts, and home economic buildings are now in course of construction. The \$200,000 originally voted will be added to as the needs of the city demand. The commercial high school, a model of its kind and now a separate school under the direction of Principal V. L. Hughes, will, when the new plant is completed, be merged with the regular high school.

Santa Ana has a central building for manual training and the domestic arts in the grades. The present high school plant will eventually be used as an intermediate school. The school system is making steady progress.

ANAHEIM

The town of Anaheim has one of the best planned and equipped high schools of any town of its size in the State. There are five buildings in the group. The rooms are large and are ground floor only. There has been much more received for the amount spent on these buildings than is usually the case. Principal J. Franklin Walker, whose illness has compelled a leave of absence, finds his work ably carried on by Claude R. Prince.

The three grammar schools of Anaheim, under J. L. Van Derveer, are so providing for the needs of the boys and girls that a very large per cent. continue through the eighth grade and into the high school. The upper grades center in one building. Here there is an assembly hall that would do credit to many an excellent high school. Mr. Van Derveer has given particular attention to the industrial phases of education, having studied the subject both theoretically and practically. This accounts for the especial emphasis and complete sanity that characterizes the shop and home economic work. In both high and grammar schools the principle of self-government prevails and is noticeable in the absence of police duty and in the attitude of the pupils.

SAN DIEGO

The measure of a city in population, in industry, in material improvement is not always the measure of its growth educationally. Indeed, our rapidly growing western cities are seldom able to show adequate educational progress. Five years ago the city of San Diego had not recovered from the "boom" of the early nineties. Many a foundation for dwelling house or business block remained as in the earlier day. San Diego was then a sleepy town, with little activity save from that caused by the tourist and winter visitor, and was surrounded by unproductive tributary country. Now it is a city of 80,000 people. Irrigating systems and dry farming projects are claiming from the soil the most abundant crops. Its almost matchless bay and the soon-to-be-completed Panama Canal promise an increased commerce by water. Rail and steam will, ere long, connect San Diego directly with the East. Distant from Los Angeles 125 miles it is privileged to possess an individuality all its own and to develop as it could not do at closer range. A superb climate summer or winter, an

historic setting close to the borders of Old Mexico, and within eye range of the Coronado Islands lying just off shore, massive business blocks of stone and steel, and beautiful homes, make of San Diego a city of tremendous promise.

San Diego is rich not alone in a scenic way. Here in the southernmost part of California the modern history of our State had its beginning at Old Town. In the year 1769, Father Junipero Serra, the devout Franciscan, first planted the cross that later swept up the coast to San Gabriel, to Monterey and to San Francisco, and brought forth that wonderful chain of missions that have played such a part in the history of the Golden State. And here, in 1846, the flag of our republic was first planted by General John C. Fremont.

The schools of San Diego have always ranked high and have kept well abreast of the material growth of the city. Superintendent Duncan Mackinnon has gathered around him a corps of teachers that for training, teaching power and personality could with difficulty be excelled. Here was erected one of the first modern high schools in the State. Now, after five years, this \$250,000 structure, housing over 1,300 students and with a teaching force of nearly 60 under the able administration of Principal Arthur Gould, is to be enlarged. Three additional buildings, now under way, will soon be completed. These will provide for the fine arts, the manual arts, and the household arts, and will cost, when equipped, another quarter of a million dollars. Two thousand students can be accommodated. There is a large campus and a superb outlook to the ocean. The stadium will occupy a natural depression of ten acres directly adjoining the school, and here 46,000 people can be seated. The stage will be arranged to provide for small gatherings.

New grade buildings are constantly under construction. In the Brooklyn Heights district, where two years ago Superintendent Mackinnon had the foresight to erect a large building, one teacher took care of all the pupils. Now eleven teachers are at work. Buildings are supplemented by one-room open air schools. There are 24 such one-room buildings, costing \$700 each. By opening the wide folding doors, the children may have all the advantages of the out-of-doors.

A feature of particular merit is the ungraded rooms. Each of the large central schools is provided with such a room. These rooms are

large, well lighted and very attractive and are furnished with tables and chairs instead of with desks. Pupils consider it a privilege to be allowed to attend these rooms. It is not the backward or dullard, in the common meaning of these terms, who come here. It is the one who, at the moment needs help or inspiration in a particular phase of a given subject; or it is the one who, by a little extra work which he may here accomplish, will be enabled to make a grade. Since the introduction of these ungraded rooms, the number of failures is materially lessened, the number of those who continue in school greatly increased and the graduating classes largely augmented.

The Lincoln School is a model of convenience and efficiency. The halls are wide and well lighted and four pupils can move abreast on the stairs. The sewing and cooking rooms and manual training department are as well arranged, as commodious and as well equipped as could be desired. Rest rooms for teachers, a teacher's library and adequate office space are provided. The pictures and casts with which the walls are decorated are in every instance wisely chosen and properly placed. A wide balcony over the main entrance furnishes an admirable drill floor and space for out-door physical exercise.

A modern kindergarten, rooms for industrial work for both girls and boys and a commodious auditorium are considered essential to every school building. The departmental system is in force in the seventh and eighth grades. During the past year Superintendent Mackinnon has added 50 new teachers. These come not only from the State Normal at San Diego, of which E. L. Hardy is the efficient president, but from other portions of the State, with a considerable number of eastern teachers. There are many college-trained men and women in the system with no suggestion of in-breeding.

All in all, Superintendent Mackinnon and his associates are developing a school system markedly progressive and efficient. The Panama-California Exposition in 1915 is to emphasize particularly the progress of man and our educational development, and the schools of San Diego will prove no inconsiderable element in the organization and arrangement of the materials of many of these exhibits.

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Gleanings

The Santa Monica Board of Education has accepted the new \$325,000 high school and the building was opened for work Feb. 17th.

At the University of Southern California the registration in the present semester exceeds all past records. There are over 2,400 students in attendance. In the College of Liberal Arts, there are over 950 students, with 150 in the graduate school. Plans for the annual summer session are under way.

Brawley, Imperial County, is to erect a new \$50,000 high school. This will be the first of a group of four buildings. Norman Marsh is the architect.

On February 15th, the Council of Education of the Southern Section, C. T. A., met in Los Angeles, to consider matters of school legislation. Committees were appointed and the council will meet again before the legislature convenes. It will meet again March 1st.

The enrollment in the high schools of Los Angeles is materially increased. The Hollywood High has over 950 students, the Manual Arts High nearly 1,800, the Los Angeles High 1,900, with a somewhat higher enrollment at the Polytechnic High.

On February 6th, a meeting was held in San Francisco by the representatives of various schools and institutions to consider the matter of international peace and the formation of a Federated Peace Committee, with the object of holding a great peace conference in San Francisco in 1915. David Starr Jordan was elected president.

The first Pacific Coast Playground and Recreation Congress was held in San Francisco February 25th to 28th inclusive. The principal speakers were Messrs. E. B. De Groot, Edward W. Stitt, Seumas MacManus, and Miss Elizabeth Burchnell. The chairman of the joint committee was Jas. Edward Rogers.

The annual meeting of the Western Division of the Oregon State Teachers' Association during the week following Christmas, was largely attended and satisfactory in every way. The president, Chas. A. Rice, assistant superintendent of the Portland schools, in conjunction with his executive committee, provided a program varied and attractive. In addition to the general sessions there were departments for elementary and secondary teachers, rural school supervisors and superintendents, city superintendents and industrial and music education. Upon the general program appeared Henry Turner Bailey, State Supt. Alderman, Supt. Frank Rigler of Portland, and Edward O. Sisson of Reed College. Some of the best talent in the state appeared upon the various programs.

On February 19th Prof. Maria Sanford gave a most interesting lecture at Mills College on the "Beauty of the Bible." The Association of Collegiate Alumnae will make their annual visit to Mills College on March 9th.

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The University of Arizona Record for November contains a discussion by President Wilde of the "Meaning of a College Education" and a consideration of what the University of Arizona has to offer. In the February Record there is a consideration of the relation between the university and the high schools.

The San Jose High School on February 6th graduated a class of 38, of whom 14 were boys.

The Biblical World has as its new editor Prof. Shaler Mathews, dean of the divinity school, University of Chicago. Prof. Mathews will bring to the publication the ability and experience possessed by few men.

Bulletin No. 7, of the Los Angeles City Teachers' Club, issued in January, gives information on the Teachers' Pension Bill, and other matters of interest. It is issued from Room 816, Y. W. C. A. Building.

In Los Angeles County a plan in force is bringing excellent results. The superintendent and his assistants have so divided the territory that each visits regularly a number of schools. Official reports of these visits are made to the trustees of the schools visited. These reports are confidential and convey to the trustees opinions relating to the character of the teachers' work, her strong and weak points, and suggestions as to necessary improvements in buildings, grounds, equipments, etc. In this manner strong and efficient teachers are recognized and inefficiencies and weaknesses may be strengthened, and the school generally improved.

Opera Stories, a 112 page, well illustrated book, and written by Henry L. Mason of Boston, gives the history and chief features of the world's great operas. It sells for 50c.

A moving-picture film entitled "Tooth Ache" is one of the agencies employed by the National Mouth Hygiene Association to demonstrate the importance of instruction in the care of the teeth. Dr. W. C. Ebersole of Cleveland, Ohio, who is secretary of the organization, says: "I believe that if each child be taught to keep thoroughly clean and healthy the gateway to his system, the mouth, we shall have a healthier, more self-respecting, and all-around better class of citizens for the next generation." It is believed that "Tooth Ache" will help develop public interest in oral hygiene.

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The Exeter Union High School, in Tulare county, has had a steady growth since its organization in 1908. The present number of students is 141. There are seven members in the faculty under the direction of Hugh A. Owen, whose broad experience and training in both classical and industrial lines is enabling him to combine most successfully all necessary phases of high school experience.

The work in Eureka, under Supt. N. B. Van Matre, is progressing favorably. In the high school the new elections include Miss K. Hartsock and Miss Clarisse Duckett in the commercial department, and Mr. Ross E. Wook, head of English department. B. A. McGeorge has resigned the principalship of the high school to enter another field, and Miss May Bell, head of the English department, has succeeded to the principalship.

A full course in domestic science has been added in the Petaluma grammar schools. This department is quartered in the new Lincoln school and is modern in every respect. Some of the notable progressive movements in Petaluma under direction of Supervising Principal E. B. Dykes, are the erection of new buildings, purchase and improvement of playgrounds, placing salaries on the twelve months basis with a liberal increase, and the adoption of new courses of study under special teachers.

The article upon Narcotics in the February issue of the NEWS, written by Mrs. Augusta C. Bainbridge, received the California state prize as the best essay on the subject submitted. It also received the national prize of \$50. Mrs. Bainbridge is doing constructive work in this line. She has been recognized by the State Board and is the second person to receive a special certificate in her subject.

The Laws of California as Applied to Everyday Business, compiled by John A. Goodrich, attorney-at-law, Los Angeles, and published by Marchetti Publishing Co., Los Angeles, Cal. This is a book of 80 pages, price \$1.00, that meets the needs of business and professional men in a most admirable way. Mr. Goodrich himself a lawyer, at one time a teacher, and later a member of the State Assembly of California, has brought together in usable form the main features of our law in its application to everyday transactions. Teachers and school people generally will find this volume of great assistance. It should find a place in every school library in the state. Address Mr. Goodrich, at 209 Laughlin Building.

Mrs. Eleanor Carlisle, for the past four years a member of the Berkeley Board of Education, has, owing to ill health, been forced to retire from the Board. Mrs. Carlisle carries with her the best wishes of the Board members and school people of Berkeley.

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The following, sent to the Hon. Edward Hyatt, is self-explanatory.—Editor.

State of Colorado, Department of Public Instruction.

Denver, May 21, 1912.

To the State Superintendent of Public Instruction:

On December 9, 1911, Franklin Craig Hill appeared before the Colorado State Board of Examiners requesting a state certificate. He presented to the board credentials and diplomas of the highest order upon which a Colorado certificate was granted. Some time later the board made the discovery that his credentials were forged, and on Saturday, May 18, 1912, the board met in special session and passed the following resolution:

"Mr. Keating moved, seconded by Dr. Chadsey, that owing to misrepresentations made by Mr. Hill, this board recommend to the State Board of Education that the certificate granted to him be revoked, and that all county superintendents of Colorado, and the state superintendents of the United States, be notified of the action of this board, and that if any one of these should come into possession of the Colorado state diploma issued to Mr. Hill, it should be held subject to the call of this board. Carried."

Sincerely yours,

HELEN M. WIXSON,

President State Board of Examiners.

The Jos. Dixon Crucible Co. of Jersey City has issued a most complete production catalogue. This gives in text and illustration valuable information as to graphites, crucibles, pencils, paints, and the like. Those interested may secure a copy by writing the Dixon Co.

The alumnae of the Girls High School of San Francisco of 1912 and of fifteen years ago met recently at a banquet and reception. Mrs. M. M. Fitzgerald, the president of the Association, and other officers received the guests. An address was made by the principal of the school, Dr. A. W. Scott, who favored the establishment of a cafeteria in connection with the new high school to be completed next October.

Fullerton, in Orange county, has voted \$70,000 bonds for a new grammar school. The new high school plant, comprising over a dozen buildings, is nearly completed.

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W. G. HARTRANFT, Pacific Coast Manager

Say you saw it in the Sierra Educational News


Robert B. S. York, for seventeen years secretary of the Board of Education of Oakland, and prominent as a G. A. R. member and as a railroad and business man, died at his home Feb. 2d. Mr. York was in intimate touch with education. He was a resident of the city for 40 years, and will be greatly missed by a wide circle of friends and acquaintances.

Edison has solved the problem of producing at small cost a moving picture machine for school use. C. F. Weber & Co. have the California agency for the Edison School Kinetoscope, a combined moving-picture machine and stereopticon, sold at prices ranging from \$65 to \$90. By a system of exchanges new films can be secured for a small fee.

Long Beach has added penmanship as a regular course in the schools, and has elected as supervisor, Miss Leta E. Severance of New York. Supt. Stephens believes that only as the children begin early with systematic instruction, are they able to write legibly and rapidly.


The work in agriculture at the Pasadena high school will be enlarged so as to include courses in vegetable gardening, and all branches of farming. Cows and chickens are to be purchased, and the eggs, milk and butter produced are to be used in the domestic science classes.

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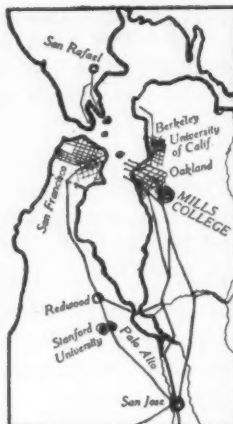
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Volume I, Number 1, of the *Hawaii Educational Review* made its appearance in January. It is a double-column, 16-page paper, edited by T. H. Gibson and Vaughan MacCaughey. The educational opportunities are developing in Hawaii, and the new paper will do much to emphasize advanced thought. If the first number may be taken as a criterion of what is to follow the *Review* will be in every way a success.

A most suggestive publication, "Family Expense Account for Use in the Arithmetic of the House and Trade," has been prepared for the introductory high schools of Berkeley by Misses Penelope Sittman and Thirmuthis Brookman. It contains the expense account running through a period of 14 years under the following items: Shelter, running expenses, food, clothing, savings, church, education, recreation, health and incidentals. The problems are real and actual and make their appeal to the pupil. This is the kind of arithmetic that will find application in every day life.



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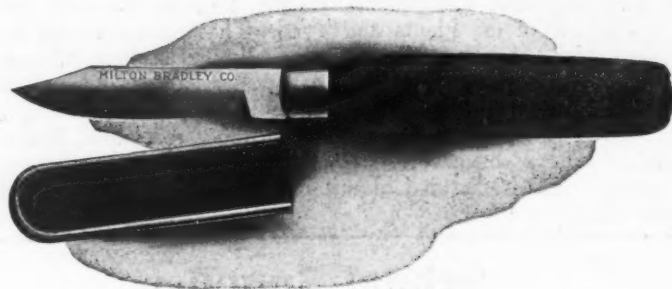
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The Spectator, a journal of civic progress, published in Oakland, Cal., issued a special school number in January. The first page contains a cut of one of the new elementary schools typical of the one-story idea as exemplified in Oakland. Prof. C. W. Childs, who was one of the first to advocate the one-story plan, writes an interesting article on "Some Defects in Our School System." Louis C. Levy is the editor of the *Spectator*.

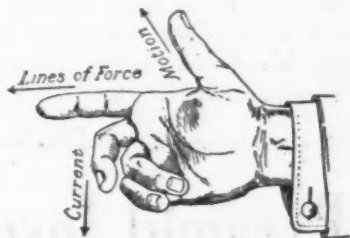
The special train sent out by the State University to demonstrate particularly work in the care of citrus fruit is welcomed by large numbers, at all the towns visited.

The 1915 Club held its regular monthly meeting at the Oakland Y. M. C. A. on February 11th.

The report of the National Committee of Fifteen on Geometry Syllabus, which has been under consideration for nearly three years, and which was revised and finally adopted at the N. E. A. meeting in July, 1912, has now been republished in a pamphlet of 70 pages and is ready for distribution to teachers of geometry, and all others interested. This report was prepared under the joint auspices of the American Federation of Teachers of the Mathematical and Natural Sciences and the National Education Association. It includes a historical introduction and sections on axioms and definitions, on exercises and problems, and the syllabus itself, including both plane and solid geometry. It is the hope of the committee that this report may be of great service to all teachers of geometry, and to this end that it may have a wide distribution among all interested. Copies may be secured gratis upon application to the Commissioner of Education, Department of the Interior, Washington, D. C.

The Webster's New International Dictionary is being widely sold and commented upon favorably in every quarter. The G. & C. Merriam Co. are receiving many letters of commendation on the book. The publishers offer specimen pages free.

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Our Book Shelf

CALIFORNIA, THE GOLDEN. By Rockwell D. Hunt, Professor in the University of Southern California. Author of "The Genesis of California's First Constitution. Illustrated. Silver, Burdett & Co., pp. 362.

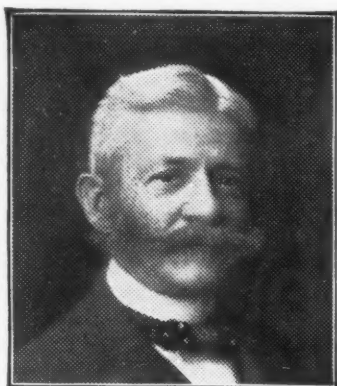
It is a well established principle in education, that local history should have a strong place in every course of study. The history of California is not only intensely interesting, but it must be understood to thoroughly appreciate our marvelous economic developments and to understand the growth of our institutions. While written in an interesting fashion, and making its appeal to old as well as young, California, the Golden, is in no sense superficial. The author has investigated carefully and the book is the result of large experience and intensive research. The maps and charts are taken from the most authoritative sources and photographs and cuts are well chosen and the make-up of the book is attractive in every way. The volume is divided into five parts: the Spanish Pioneers, Before the Gringo Came, Oncoming of the Americans, Three Eventful Years, Flush Times in California, and California, the Golden. Whether dealing with the periods of discovery and exploration, the work of the Franciscan fathers, the American conquest, the "gold days" or the period of modern upbuilding, the discussions are eminently worth while.

THE AUTOBIOGRAPHY OF BENJAMIN FRANKLIN. Edited by Geo. B. Aiton, State Inspector of High Schools, Minneapolis, Minn. Illustrated by Homer W. Colby. Rand, McNally & Co., pp. 314, price 45 cents.

This attractive volume in the Canterbury Classics Series presents in admirable fashion the main facts, incidents and accomplishments in the life of Benjamin Franklin. It is most interesting reading for old or young. Its literary merit is considerable, and it is no less valuable from the standpoint of authentic history. At the close of the book the editor has added a brief conclusion summing up that part of Franklin's life which is not recorded in the autobiography. In addition there are some of the sayings of Poor Richard and several pages of notes, together with a biographical sketch, a reading list, and suggestions to teachers. The cuts and photography add greatly to the value of the book and the numbering of every fifth line is a feature. The book should find a place in many a school room.

ECONOMIC BEGINNINGS OF THE FAR WEST. By Katharine Coman. The Macmillan Company, 2 Vols., pp. 375, 365. Price, \$4.00.

Miss Coman's last work is a systematic account of the early economic history of the West. Volume I is devoted in about equal parts to the Spanish Occupation and to Exploration and the Fur Trade. Volume II describes the Advance of the Settlers and the Transcontinental Migration, with some 40 pages at the end devoted to the significance of free labor and the insufficiency of slavery in Louisiana, Texas and in the territories. There is a useful bibliography, including a considerable number of recent and readily procurable titles. The illustrations are well chosen and the



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numerous small maps are really valuable in supplementing the text. Like all books upon a special period, this work covers too narrow a field to make it serviceable as a textbook. Its place is in the school reference library, but its clearness of style and its close reliance upon original material may be expected to quicken the interest of both pupil and instructor. Miss Coman is Professor of Economics at Wellesley College, and author of a textbook upon the Industrial History of the United States which is well known and widely used.

STUART DAGGETT,
University of California.

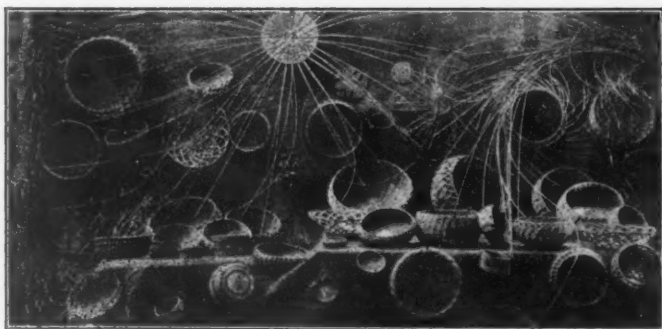
ELEMENTARY APPLIED CHEMISTRY. By Lewis B. Allyn, Dept. of Chemistry, State Normal School, Westfield, Mass. Ginn & Co., pp. 127.

This book strikes a new note in chemistry instruction. For many years the author has been carrying on in his classes work of an applied nature, such as to bring home directly to the students, a knowledge of the meaning of good and bad foods, and an ability to test in the local field, the foods and materials that were pure and those that were adulterated. There are interesting problems in the sanitary analysis of water, in the examination of baking powder, milk, and other food stuffs, in testing the textiles, as to alkalies, and applying acid and alkali tests to soils, in the examination of common remedies in medicines, consideration of stains, and the determination of food values and the like. Although concentrated in the space of a few pages, the book is rich in actual work and suggestion, and will find a ready place as a text in the school. Chemistry is here, humanized and applied, and this work will lead the pupils to appreciate the significance of chemistry as a school study.

HYGIENE FOR THE WORKER. By William H. Tollman, Director, American Museum of Safety, and Adelaide Wood Guthrie, Department of Research, American Museum of Safety. American Book Company.

This is a usable book upon a very important subject. The editor of the series, Dr. C. Wood Crompton, Director of Physical Training of New York City schools, states the purpose of the book: "To equip the worker to care for himself under working conditions as they exist today and to add to his happiness and efficiency." This equipment is not by information and explanation, but by direction and suggestion how to behave in order to be and keep well and happy and efficient. The suggestions are coupled up, therefore, not with the anatomical and physiological laws explaining the reasons for action, but with the daily routine and variations so that good habits may be formed. The book is doubly useful because it indicates the kinds of behavior for leisure, for "after hours," "for holidays and vacations." It is a treatment useful not only to school children, the prospective workers, but also for the men and women now doing the world's work.

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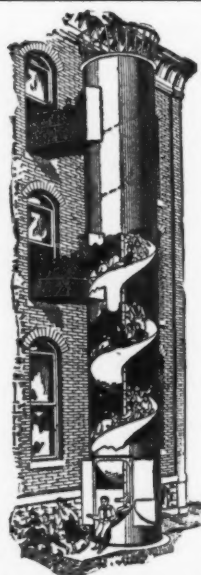
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NEW HIGH SCHOOL ALGEBRA. By Webster Wells, Author of a Series of Texts on Mathematics, and Walter W. Hart, Asst. Prof. of Mathematics, Univ. of Wisconsin Course for the Training of Teachers. D. C. Heath & Co., pp. 424

This is a compact and well printed text intending to cover three semesters' work in algebra. Those who know the author's "First Year Algebra" will find the first part of the two books identical. The book is so written that many of the topics usually proving most difficult for the average pupil are carried over to the last part of the course. This not only more nearly meets the needs of pupils, but will tend to make the text more interesting. There have been certain omissions, particularly of the subjects of evolution and radicals, thus making the book more nearly meet the requirements of every day life.

As each topic is taken up, it is used in the solution of equations. By thus applying the principles mathematics becomes of immediate value to the pupil. Interesting problems are introduced from time to time. Mechanical processes are left until such time as the pupil is ready for them. The work is constantly related to the arithmetic, and thus keeps the student fresh in the fundamentals.

BOOKS RECEIVED

- D. C. Heath & Co.: Practical English Composition, by Carolyn M. Garish and Margaret Cunningham, pp. 428.
 American Book Co.: Mighty Animals, by Jennie Irene Mix, pp. 124, price 40c.
 Macmillan & Co.: Studies in Literature, by Frederick M. Tisdell, pp. 325, price 90c.
 Experimental Biology, Plant, Animal, Human, by James Edward Peabody and Arthur Ellsworth Hunt, pp. 229, price \$1.25.
 Houghton, Mifflin & Co.: The Teaching of English Classics in the Grammar Grades, by Eugene Clarence Warriner, pp. 126, price 15c.
 Word Mastery, by Florence Alken, pp. 124, price 25c.
 Selected Stories from the Arabian Nights, edited by Samuel Elliot, pp. 210, price 50c.
 Scott, Foresman & Co.: A Handbook of English for Engineers, by Wilbur Owen Sypherd, pp. 314, price 50c.
 Primary School Reader, Book 1, Primary School Reader, Book 2, by Wm. H. Ellison, price 32c and 40c.

PUBLICATIONS RECEIVED

- Register of the Kamehameha Schools, Honolulu, H. I.
 Bulletin No. 1 of the Dept. of Information and Social Welfare, relating to state boards of education. By Ira W. Howerth, director of University Extension, University of California.
 U. S. Bureau of Education Bulletins, Washington, D. C. No. 503 Bibliography of the Teaching of Mathematics, by David Eugene Smith and Chas. Goldzhler, No. 505, Educational Directory, 1912. No. 506, Bibliography of Exceptional Children and Their Education, by Arthur MacDonald.
 A Comparative Study of the Public School Systems in the 48 States, Bulletin No. 124, of the Russell Sage Foundation, Division of Education, price 15c.
 Art and Industry in Education, published by The Arts and Crafts Club of Teachers' College, Columbia University, pp. 119, price 50c. A beautifully arranged and illustrated book touching the various phases of art and craft work and containing articles by a number of prominent teachers.
 Biographies on Experimental Pedagogies, edited by Wm. H. Burnham, Clark Univ. Press, Worcester, Mass.
 Eleventh Biennial Report of the Supt. of Public Instruction of Idaho.
 Reed College Records, No. 8, Occasional Addresses; No. 9, Syllabus of a Course in Sexual Hygiene and Morals.
 Bulletin of Throop Polytechnic Institute, No. 57.
 Bulletin of the Univ. of Montana, President's Report for 1912.
 Circular of Information, State Normal School, Fresno, Cal.
 Catalogue, State Normal School, Cheney, Wash.
 Manual of the Claremont High School, 1912-13.
 Course of Study of Lake County, Cal., 1912-13.
 Report of the Playground Commission, City of Los Angeles.
 A Study of Mental Fatigue, by W. H. Heck, Prof. of Education, Univ. of Virginia.
 Wisconsin Memorial Day Annual, 1913. Issued by C. P. Cary, State Supt. Compiled by O. S. Rice, State Library Clerk.

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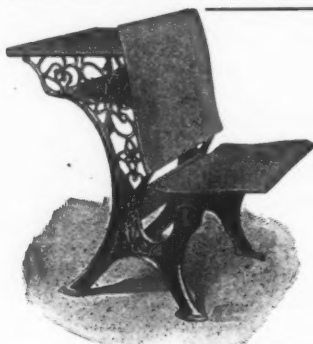
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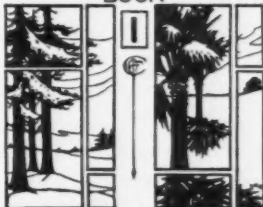
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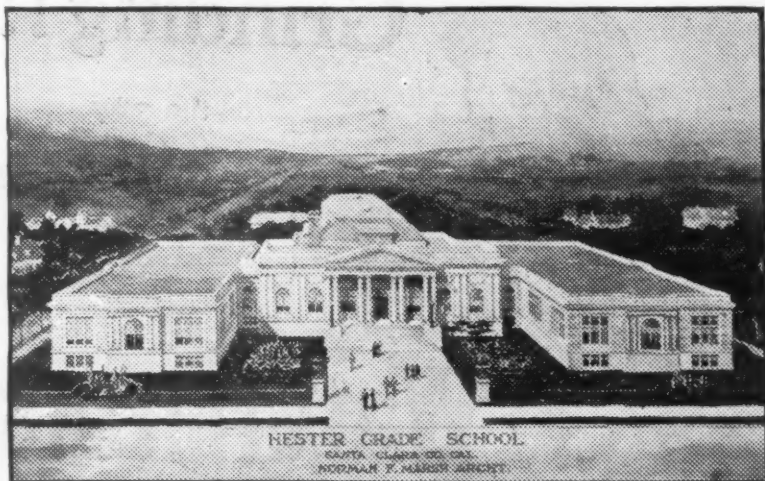
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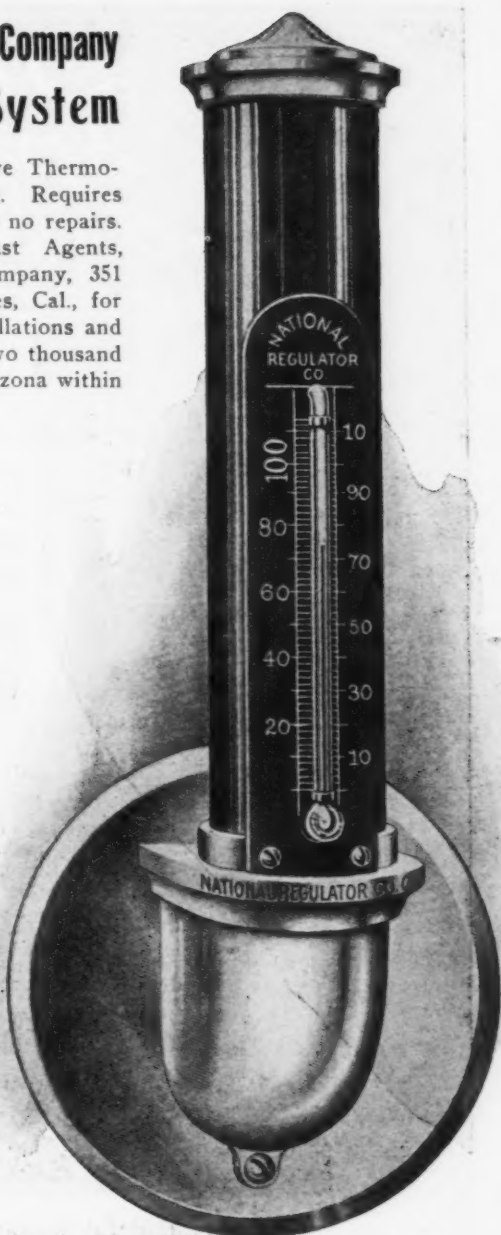
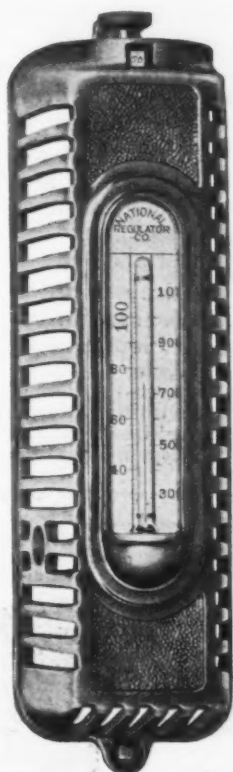
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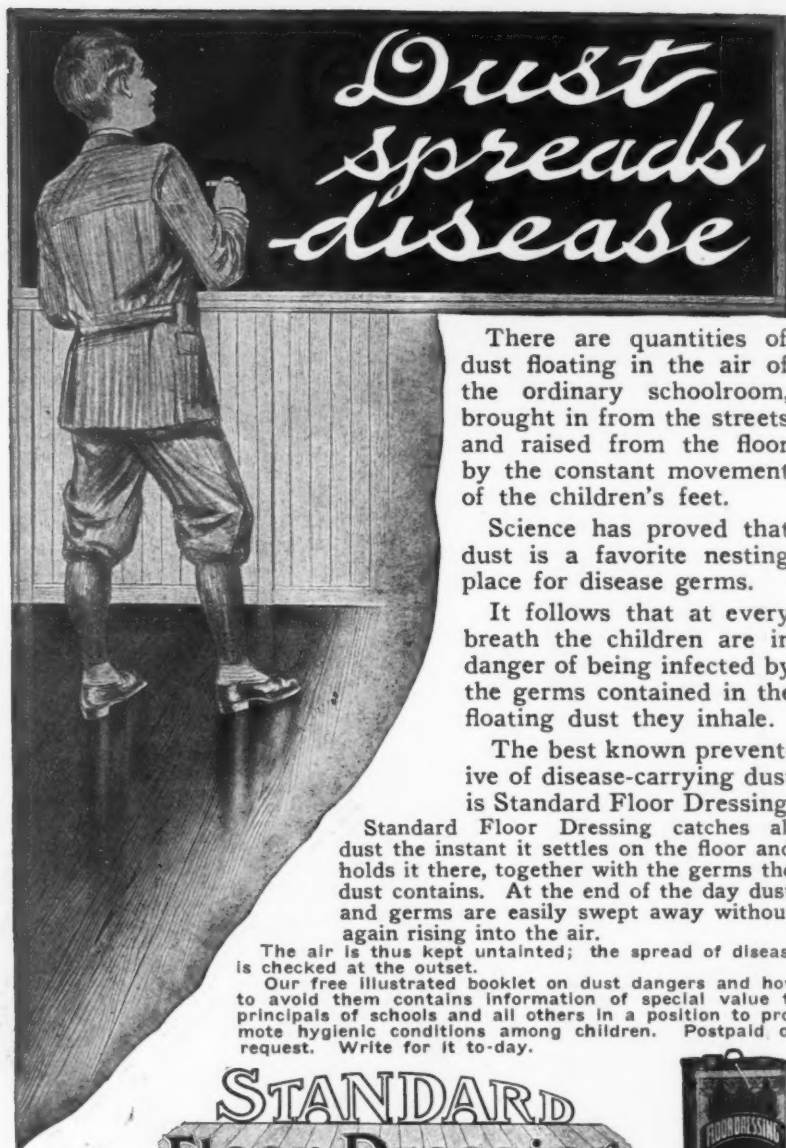
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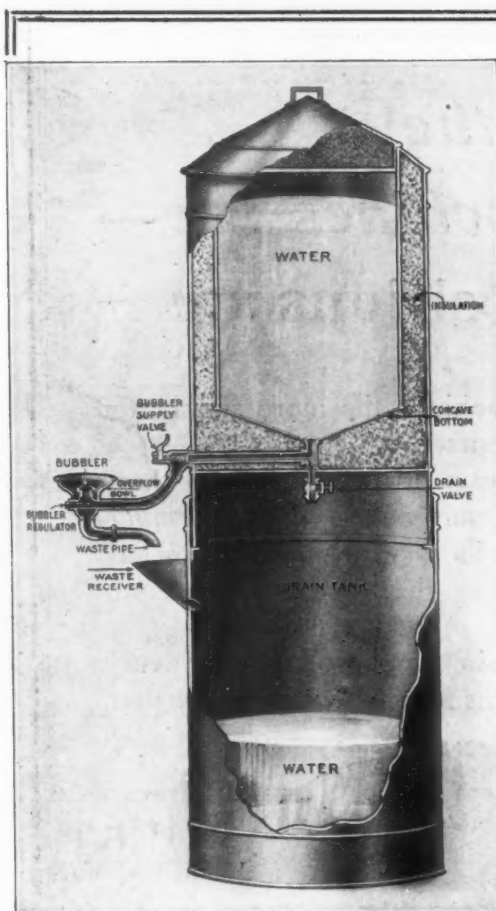
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By THE MANAGER

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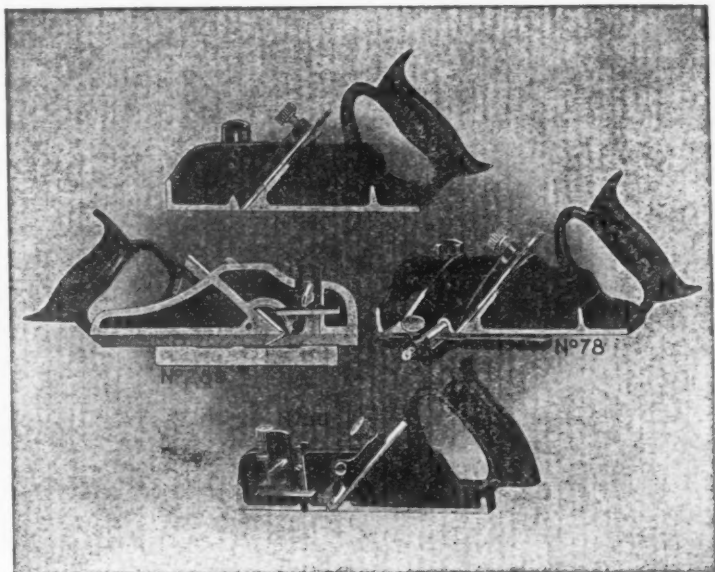
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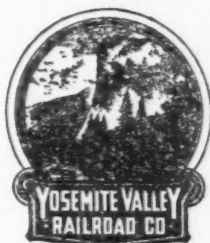
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